

WASHINGTON
**HIGHER
EDUCATION**
COORDINATING BOARD



**WE HELP
STUDENTS
SUCCEED**



Articulation and Transfer Update

Higher Education Coordinating Board

September 22, 2005



Overview of presentation

- Best practices in transfer
- Update on transfer initiatives in Washington
 - How does Washington compare on 'best practices'?
 - Other initiatives
- Conclusion
- Advisory Council discussion



Best practices in transfer

- **Students can easily recognize course content and equivalencies between two-year and four-year schools**
- **'Packages' of transferable courses are developed for specific majors**
- **Oversight groups are formed to resolve transfer challenges between institutions**
- **On-line information facilitates communication to students about course equivalencies and degree pathways**



How does Washington compare on 'best practices'?

- All baccalaureate institutions have developed course equivalencies for two-year colleges
- 'Major-ready pathways' have been developed for liberal arts, secondary math and science education, business, sciences, and nursing
 - Required by House Bill 2382, enacted in 2004
 - Work is continuing on engineering and elementary education



Where are we on “best practices”?

- Two oversight groups have been formed by two-year and four-year colleges and include participation by HECB staff
- Communication with students is the weak link in Washington’s transfer system
 - HB 2382 required the HECB to report on options and costs of developing a system to help students transfer more easily
 - HECB is requesting supplemental funding in 2006 for an on-line advising system



Other transfer initiatives: proportionality

Each main campus agreed to maintain the proportion of transfer students enrolled in 1992-93

HB 1794, enacted in 2005, required branch campuses to develop similar agreements. UW Tacoma has agreed to maintain its proportion of transfer students at 72%

Institution	1992-93 %	2003-04 %
Central	30%	44%
Eastern	29%	30%
Evergreen	29%	46%
UW	30%	32%
WSU	27%	30%
Western	32%	35%

CWU includes centers. UW and WSU include Running Start. WSU includes Spokane nursing students.



Other transfer initiatives

New policies on acceptance of credit

Central	No more than 105 lower division credits may be transferred.
Eastern	No more than 90 lower division credits may be transferred at admission. (Up to 120 lower division credits may be transferred if they conform to major-ready pathway requirements.) Students can appeal to transfer up to 120 at graduation.
Evergreen	No more than 90 lower division credits may be transferred.
UW	No more than 90 lower division credits may be transferred at admission. Students can appeal at graduation for additional transfer credits.
WSU	No more than 73 lower division semester hours (equivalent to about 110 quarter credits) may be transferred.
Western	No more than 105 lower division credits may be transferred.



Other transfer initiatives

Competency-based transfer pilot required by HB 1909 (2003)

- Eastern Washington University, Spokane Falls CC and Spokane CC agreed to participate
- Criminal justice faculty identified skills and knowledge gained by students in statistics and research methods courses
- Computer science faculty at EWU rewrote course descriptions based on national standards
- Skills and knowledge related to education courses will be identified through the Elementary Education pathway



Conclusion

- **Best practices are in place – although communication with students should be improved**
 - HECB will request funding for an on-line transfer advising system
- **Some institutions are allowing more flexibility for transferring credit; all remain within their agreed proportions of transfer student enrollment**
- **Faculty conversations are taking place regarding 'major-ready pathways' and the skills and knowledge that best prepare transfer students for a baccalaureate major**



Question for discussion

Should standards be developed to determine whether transfer students are ready for a specific major?

- The right question is 'What do students need to know to enter a major?' – not – 'What courses do students need to take?'
- Funding would be required to develop standards and evaluate students' level of preparation

WASHINGTON
**HIGHER
EDUCATION**
COORDINATING BOARD



**WE HELP
STUDENTS
SUCCEED**